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ABSTRACT

The Bilingual Program Resource and Training Center, in its first year of a new three-year funding cycle, provided instruction in English as a second language (ESL), native language development, and basic education, in addition to a job counseling and placement component, to approximately 1,900 students of limited English proficiency (LEP) at 16 sites in New York City. In 1985-86, the program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole. The objectives of the program were to enable LEP students to develop their English proficiency and content-area skills enough to pass the high school equivalency examination (GED), and to expose students to job opportunities. This evaluation of the program includes information on the following: (1) student characteristics; (2) program organization; (3) instructional program; (4) non-instructional program; and (5) student achievement. Analysis of student achievement data indicates that participants made statistically significant gains on the Metropolitan Achievement Test and on Level 1 and 2 of the Stanford Achievement Test; that all ethnic groups demonstrated statistically significant gains in mathematics achievement; and that 87 percent of the students who took the GED exam obtained the diploma, thus meeting the program objectives. Recommendations for program improvements are included. (PS)

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THE BILINGUAL PROGRAM

RESOURCE AND TRAINING CENTER

1985-1986

OEA Evaluation Report

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THE BILINGUAL PROGRAM

RESOURCE AND TRAINING CENTER

1985-1986

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A SUMMARY OF THE REPORT

The Bilingual Program Resource and Training Center, in its first year of a new three-year funding cycle, provided instruction in English as a second language (E.S.L.), native language development, and basic education, in addition to a job counseling and placement component, to approximately 1,900 students of limited English proficiency (LEP) at 16 sites in New York City.

In 1985-86, the program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole. The largest ethnic group enrolled in the bilingual program was the Hispanic group; Chinese speakers were the largest of the non-Spanish language groups. Many students were recent immigrants whose personal circumstances did not permit a conventional high school education.

The objectives of the program were twofold: to enable LEP students to develop their English proficiency and content-area skills enough to pass the high school equivalency (G.E.D.) examination, and to expose students to job opportunities. The program's basic philosophy was to teach analytical skills that would have practical value beyond the scope of the G.E.D. examination.

Staffing patterns varied from site to site and reflected both the needs of the student population and the level of local tax-levy support. Title VII funds supported administrative and support services staff positions; in addition, they provided 2,000 teacher hours used to support curriculum and staff development activities at the centers. Additional teaching hours were provided by Title XIII. Development activities for staff members included supervision and observation by central program administrators, attendance at university courses, and participation in both internal and external conferences and workshops. Support services focused on preparing students to enter the job market through college and career planning, consumer education, and job placement. Parents of participating students were involved through attendance at a workshop on cultural awareness, as well as through collaborating in planning program activities.

Program objectives were assessed in English as a second language (Stanford Achievement Test [SAT], the Metropolitan Achievement Test [MAT], and promotion rates in E.S.L. classes); mathematics (New York City Arithmetic Computation Test); promotion rates in native language classes; and performance on the G.E.D. Quantitative analysis of student achievement data indicates that:

-- participants made statistically significant gains on the MAT and on Levels 1 and 2 of the SAT;

-- all ethnic groups demonstrated statistically significant gains in mathematics achievement;

-- the only specified group able to meet the promotional objective were those at the pre-high school equivalency level; 97 percent of the students at day sites and 82 percent of the students at the evening sites were promoted to a higher level of instruction; and about 87 percent of the students who took the G.E.D. exam obtained the diploma, thus meeting the program objectives.

The following recommendation is aimed at improving the overall effectiveness of the program:

-- that the program revise evaluation objectives in the area of E.S.L. advancement to reflect more realistically the ability of the target population.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
II.	STUDENT CHARACTERISTICS	4
	Overview	4
	Ethnic Groups Served	7
III.	PROGRAM ORGANIZATION	14
	Placement	16
IV.	INSTRUCTIONAL PROGRAM	17
V.	NON-INSTRUCTIONAL PROGRAM	20
	Curriculum Development	20
	Staff Development	20
	Supportive Services	21
	Parental Involvement	22
VI.	STUDENT ACHIEVEMENT	23
	Achievement in English as a Second Language	23
	Achievement in Mathematics	26
	Advancement in Instructional Level	28
	Performance on the G.E.D.	30
VII.	CONCLUSIONS AND RECOMMENDATIONS	31

LIST OF TABLES

		PAGE
Table 1:	The Bilingual Program Resource and Training Center.	3
Table 2:	Native Language and Country of Birth of Program Students.	8
Table 3:	Results of the Metropolitan Achievement Test.	25
Table 4:	Results of the Stanford Achievement Test.	25
Table 5:	Results of the New York City Arithmetic Computation Test.	27
Table 6:	Percent of Program Students Advancing at Least One Instructional Level.	29

LIST OF FIGURES

Figure 1:	Administrative Organization of the Bilingual Program Resource and Training Center.	15

THE BILINGUAL PROGRAM RESOURCE AND TRAINING CENTER

Central Location:	383 East 139th Street Bronx, New York 10454
Number of Sites:	16 Centers
Year of Funding:	1985-86, First year of a new three-year funding cycle
Target Languages:	Spanish, Chinese, Greek, Italian, and Haitian Creole/French
Number of Participants:	1,973
Director:	Dr. Seymour Weissman
Bilingual Coordinator:	Ms. Ada N. Garces

I. INTRODUCTION

The Auxiliary Services for High Schools (A.S.H.S.) program was established in 1969 to serve students who were unable to complete their education within the regular school system. The A.S.H.S. target population consists primarily of high school dropouts aged 16 to 21, students with chronic attendance problems, students who have difficulty adjusting to the regular high school curriculum, armed forces veterans of any age, adults over 21, and others who need an alternative to the regular school situation.

The program goal is to prepare students for the high school equivalency examination for the General Equivalency Diploma (G.E.D.) by providing English as a second language, native language education, basic education, remediation, and job counseling. Since its inception, the program has grown in size from two evening centers to twelve evening centers and twelve day centers as well. The scope of A.S.H.S. has also grown: it now offers a broad array of alternative educational and voca-

tional services, and because many of the students entering the A.S.H.S. program were of limited English proficiency (LEP), it began a bilingual component in 1972 which has been growing for the past 13 years.

The Bilingual Program Resource and Training Center, which is in its first year of Title VII funding, supplements existing bilingual instructional services at 16 sites and serves five different language groups (see Table 1). Most of the students in the bilingual component have never attended a regular New York City high school. Many are recent immigrants whose personal circumstances do not permit a conventional high school education.

The objectives of the bilingual program are to give students the English-language and cognitive skills they need to pass the high school equivalency examination and earn the G.E.D., and to expose them to employment and job training opportunities. Special features of the program are individualized/self-paced instruction, counseling (educational, vocational, and personal), placement services (academic and employment), and day and evening sessions that include instruction in the native language and in English as a second language (E.S.L.). Spanish-speaking and French-speaking students may prepare for either the English or the Spanish or French G.E.D. examination.

The bilingual program has the flexibility it needs to serve an increasing number of students, to follow the geographic shifts of the population requesting services, and to adjust to the demands of emerging language groups. Thus, the bilingual program enables the school system to help newcomers to enter the American economic mainstream.

TABLE 1

The Bilingual Program Resource and Training Center

Center	Location	Hours	Language(s) Served	Number of Students
Roberto Clemente[a]	383 East 139th Street Bronx, NY	8:30-4:00	Spanish	143
Park Avenue Learning Center	2005 Madison Avenue New York, NY	8:30-4:00	Haitian Creole Spanish	127
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	8:00-3:30	Spanish	90
Forsyth Street School[b]	198 Forsyth Street New York, NY	8:00-4:00	Spanish Chinese	277
Lincoln Square	216 West 63rd Street New York, NY	8:30-4:00	Spanish	46
Manhattan Learning Center	320 East 96th Street New York, NY	8:00-4:00	Spanish	14
Linden Boulevard	2045 Linden Boulevard Brooklyn, NY	9:00-3:00	Spanish	60
P.S. 754	470 Jackson Avenue Bronx, NY	9:00-4:00	Spanish	62
Brandeis High School	145 West 84th Street New York, NY	5:30-8:30	Spanish	137
Prospect Heights High School	883 Classon Avenue Brooklyn, NY	5:30-8:30	Haitian Creole	160
Julia Richman High School	316 East 67th Street New York, NY	5:30-8:30	Chinese, Haitian Creole	67
Walton High School	196th St. and Reservoir Ave. New York, NY	5:30-8:30	Spanish	75
Maxwell Vocational High School	145 Pennsylvania Avenue Brooklyn, NY	6:00-9:00	Spanish	168
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	5:30-8:30	Spanish	151
J.H.S. 10	31st Avenue, between 45th & 46th Streets Astoria (Queens), NY	5:30-8:30 (Mon-Thurs)	Chinese, Greek, Spanish	272
St. George School at the College of Staten Island	25 Hyatt Street Staten Island, NY	6:00-9:00 (Mon-Thurs)	Italian	124

[a] Central location for The Bilingual Program Resource and Training Center.

[b] Central location for A.S.H.S.

II. STUDENT CHARACTERISTICS

OVERVIEW

Approximately 80 percent of the students enrolled in the bilingual program never attended a regular high school in the United States, and 22 percent did not attend high school in their country of origin. Although many attended school overseas, they had difficulty adjusting to American academic requirements. Many had to seek full-time employment, and so were unable to attend regular day high schools.

Twenty percent (398) of the program students were high school drop-outs, of whom 77 percent were referred directly to A.S.H.S. by a high school and 16 percent by other students.

Sixty-two percent of the students had been in the U.S. for two years or less; 15 percent had been in the country for three to four years; and 23 percent had been in the country for five years or more.

Thirty-eight percent of the students served were employed full-time when they began the program, and 42 percent were employed full-time by June. Thirteen percent held part-time employment while they were enrolled in the program.

Sixty-six percent of the students had been in the program five months or less, and 33 percent were expected to continue in it during 1986-87.

Overall, 56 percent of the students served learned about the program from other students; 20 percent of the students were recruited by the program itself, and 6 percent were referred by high schools or outside agencies.

Site Distribution

Fifty-four percent of the program students attended evening sites and 46 percent attended day sites. The students at the evening sites were older: 69 percent of the students at the evening sites were over 21, while only 20 percent of students at day sites were over 21.

A higher proportion of students at the evening sites had less academic preparation than those at the day sites. Twenty-nine percent of the students at the evening sites had fewer than nine years of previous education, while only 13 percent of the students at the day sites were in this category. However, a higher proportion (18 percent) of students at the evening sites were reported to have had 12 years of education than at day sites (7 percent).

The day sites had a higher proportion of former dropouts (36 percent) than the evening sites (7 percent). At the evening sites, 65 percent were employed full-time in June (with an additional 6 percent employed part-time). At day sites, 19 percent were employed full-time and 23 percent were employed part-time in June.

Students at both day and evening sites generally entered for the same reason: to obtain a high school equivalency diploma (61 percent at day sites and 76 percent at evening sites) and to learn English (14 percent at evening sites and 16 percent at day sites). However, 16 percent of the day-site students enrolled in the program because they wanted to go to college as compared with 5 percent of the evening-site students.

Age

Fifty-four percent of the students in the program were 21 years of age or younger, 25 percent ranged from 22 to 29 years of age, and 21 percent were 30 years old or older.

The younger students had been in the country a shorter period of time than the older ones, and the younger students tended to have more years of formal education. However, almost all dropouts (94 percent) were under 21.

Sixty-two percent of those over 21 were employed full-time when they entered the program, while only 17 percent of those 21 or younger were employed full-time. In June, 66 percent of those over 21 were employed full-time and so were 21 percent of those 21 or younger.

Program Exit and Career Plans

Sixteen percent of the students reported had made career plans with a counselor; 84 percent had not. Of those making plans, 57 percent applied to college, 12 percent applied for work, and 15 percent applied for a training program. Another 16 percent made other plans.

Of the 84 percent who had not made plans: 25 percent were waiting for G.E.D. results; 20 percent had left the program; 5 percent were not interested; and 12 percent began too late in the year and were expected to return in the fall with the 21 percent of the students who had not completed their studies. Four percent had not been able to meet with the counselor. Another 13 percent had other reasons for not making plans.

ETHNIC GROUPS SERVED

The largest ethnic group enrolled in the bilingual program in 1985-86 was the Hispanic group. The majority of bilingual students, therefore, spoke Spanish at home (65 percent), followed by Haitian Creole (14 percent), Cantonese (10 percent), Greek (4 percent), Mandarin (3 percent), and Italian (1 percent). (See Table 2.) The most common country of origin was the Dominican Republic (16 percent), followed by Puerto Rico (14 percent), Haiti (14 percent), Mainland China (11 percent), Colombia (9 percent), and Ecuador (6 percent).

Hispanic Students

Because students from the Dominican Republic and Puerto Rico comprised 46 percent of the Hispanic population, they were grouped (along with students from Cuba) as Caribbean Hispanics for descriptive and analytic purposes. All other Hispanics were grouped as Central and South American Hispanics. These two groups were different in various respects.

Caribbean Hispanics were generally young (70 percent under 21 years of age), former high school dropouts (64 percent), with nine to twelve years of schooling (70 percent) who were not working (75 percent), and half of whom attended day sites. Forty-six percent found out about the program from other students and 38 percent were referred by high schools. Central and South Americans were older (57 percent over 21 years of age), had few former dropouts (25 percent), and 17 percent of them had 12 years or more of schooling. Most were at evening sites (78 percent), were employed (56 percent), and found out about the program from other students (69 percent), while 10 percent were referred by high schools.

TABLE 2

Native Language and Country of Birth
of Program Students

Native Language	Country of Birth	Number	Percent
Spanish	Dominican Republic	316	16
	Puerto Rico	277	14
	Ecuador	125	6
	Colombia	183	9
	Guatemala	85	4
	El Salvador	79	4
	Honduras	73	4
	Mexico	47	2
	Peru	40	2
	Nicaragua	16	1
	Costa Rica	14	1
	Panama	11	1
	Cuba	9	*
	Chile	3	*
Haitian Creole	Haiti	272	14
Chinese (Cantonese and Mandarin)	Republic of China	213	11
	Hong Kong	29	1
	Taiwan	12	1
Greek	Greece	72	4
Italian	Italy	27	1
	Other	66	3
TOTAL		1,969**	99

*Less than one percent.
**Data were missing for four students.

The two groups were similar in other respects. Caribbean Hispanics had slightly more males (52 percent) than females; 23 percent had less than nine years of education; most had been in the United States less than two years (55 percent), and were in the program less than five months (67 percent). Their primary reason for entering the program (90 percent) was to obtain the General Equivalency Diploma (G.E.D.). Central and South Americans also had more males (55 percent) than females, had been in the United States less than two years (62 percent), and had been in the program less than five months (71 percent), and also entered the program to obtain the G.E.D. (95 percent).

Since a Spanish version of the G.E.D. is available, Spanish-speaking students generally needed less time to prepare for the examination than did speakers of other languages. E.S.L. was emphasized, however, because staff members recognized that the G.E.D. diploma was of little value in the world of work without commensurate skills in English.

The curriculum for the Spanish component was highly developed. Based on students' scores on the Spanish language test, La Prueba de Lectura, students were assigned to the appropriate level and worked independently, using the check-off list for that level. After completion of preparatory "phases," students prepared for the G.E.D. examination using commercial tests and program-developed materials. For students who lacked basic skills in their native language, there were program-prepared native language arts tapes that reinforced academic skills.

The substantial waiting list for the program helped promote attendance among participants. Staff members maintained contact with students who temporarily left the program and provided the necessary support to prevent

non-attendance from becoming a problem. They employed a variety of outreach methods to establish and maintain contact, including phone calls and follow-up postcards.

Haitian Students

Haitian students were the second largest ethnic group served by the program. They were generally older (62 percent over 21 years of age), recent immigrants (77 percent in the United States less than two years), and new to the program (76 percent had entered within the past five months). Most (54 percent) were employed, but attended day sites (87 percent). Unlike Hispanics, they had slightly more females (52 percent). Most (79 percent) found out about the program from other students. While most (51 percent) entered to get the G.E.D., 28 percent entered to learn English, and 16 percent wanted to go to college.

The Haitian bilingual component operated at the Park Avenue site during the day and at Julia Richman and Prospect Heights high schools in the evening. The 201 students served by this component were drawn from throughout the city. Most entered the program without prior education in a New York City school.

Instruction was conducted in two languages: content was taught in English, while explanation and clarification were provided in Haitian Creole. The program stressed mastery of skills and required that pretests and posttests be completed successfully before a student could proceed to more advanced levels. The Haitian Creole component had an extensive waiting list.

Chinese Students

In 1985-86 the program served 262 Chinese students: 79 percent spoke Cantonese, and 21 percent spoke Mandarin.

Many of the students came from mainland China and had no prior preparation in English, but they were highly motivated and were generally able to complete G.E.D. preparation within two-and-one-half to three years.

Chinese students were very young (72 percent under 21 years of age), unemployed (85 percent at entry and 75 percent in June), recent arrivals in the United States less than two years (76 percent) who attended day sites (74 percent). They were primarily high school educated (86 percent had nine to twelve years of schooling), females (58 percent), and had been in the program the longest (with only 53 percent having entered more than five months ago). Chinese students had the most varied reasons for entering: 30 percent entered to get a G.E.D.; 40 percent, to learn English; 13 percent, to go to college; 5 percent, to get into a training program; 4 percent, to get a better job; 4 percent, to learn how to read; and 4 percent, to get a job. Chinese students were recruited primarily by program efforts (34 percent), referrals from other A.S.H.S. centers (33 percent), and students (31 percent).

G.E.D. preparation was offered at three levels: beginning, intermediate, and advanced. Staff members were fluent in both Mandarin and Cantonese. The academic content areas, taught with an emphasis on spoken Chinese, were supplemented by explanation and clarification in English, affording students an opportunity to improve speaking and reading skills.

A member of the evaluation team observed a G.E.D. preparation class in Chinese at J.H.S. 10 in Astoria and was impressed at the in-depth instruc-

tion provided by the teacher and the materials used during the lesson ("The Road Not Taken" by Robert Frost was one of the handouts for that evening). In interviews, several Chinese students stated that they would like more E.S.L. instruction which they felt was necessary to pass the G.E.D. exam.

Over the past nine years, the staff developed curricula that included translated versions of existing content-area materials used to prepare for the G.E.D. examination. There were also commercial materials produced in Hong Kong. The staff also devised a translation method using the international phonetic alphabet, in which sounds and symbols correspond consistently. This helped improve the students' pronunciation and reading skills.

There was a far greater demand for the Chinese component than the project could handle; each site had a waiting list. Forsyth Street, which this year served 135 students in the Chinese bilingual component, had a waiting list of over 100.

Greek Students

Junior High School 10 in Astoria, Queens, offered instruction to 72 Greek students in one of the largest Greek-speaking neighborhoods in New York City. The Greek students in the bilingual program were older than those from the other language groups (81 percent over 21 years of age). They generally entered to learn English (69 percent) or to get a job (14 percent). Most were males (57 percent) who were employed full-time (71 percent), and all studied in the evening. Most of them (67 percent) have been in the United States for more than two years, and while 24 percent had more than 12 years of schooling, 47 percent had less than nine. They

generally found out about the program from other students (54 percent) or through program efforts (21 percent).

Unlike the other language components, the Greek component did not specifically prepare students for the G.E.D. test. Instead, students focussed on improving their English-language skills through E.S.L. instruction, and on increasing their academic level through content-area courses taught in Greek. This enabled them to be mainstreamed into English monolingual classes that prepared them for the English-language G.E.D. test. When appropriate, students were referred to local colleges and universities.

Italian Students

The Italian bilingual component was located at the St. George site on Staten Island. The student group included mostly older students returning to school to learn English (78 percent over 21 years of age). They all attended evening school, were predominantly male (63 percent), and had the highest population of working students (87 percent). Many (60 percent) had been in the United States more than two years, but most (96 percent) were in the program less than five months. They had the greatest diversity in educational preparation, with 37 percent having less than nine years of schooling and 52 percent more than 12 years of schooling. Most students (56 percent) found out about the program from its recruitment efforts, and all enrolled because they wanted to learn English. The teaching staff focussed the educational program on the social and cultural aspects of adaptation to American life.

III. PROGRAM ORGANIZATION

The Bilingual Program Resource and Training Center coordinator supervises all bilingual program staff, and works with the center administrators to ensure support for bilingual instructional and counseling services at each site. The A.S.H.S. center administrators are responsible for the daily supervision of the bilingual teachers, educational/vocational advisors, guidance counselors, and paraprofessionals assigned to their sites.

Title VII funds provide for one full-time resource teacher, who spends most of her time visiting program sites, and three full-time paraprofessionals who are assigned to work at three individual centers. The resource teacher's responsibilities include: giving technical and curriculum assistance to teachers and center administrators; ordering books and other materials for student use; informally observing classes to ensure that teachers are following curriculum procedures; working with teachers in the classroom; and attending teacher training conferences.

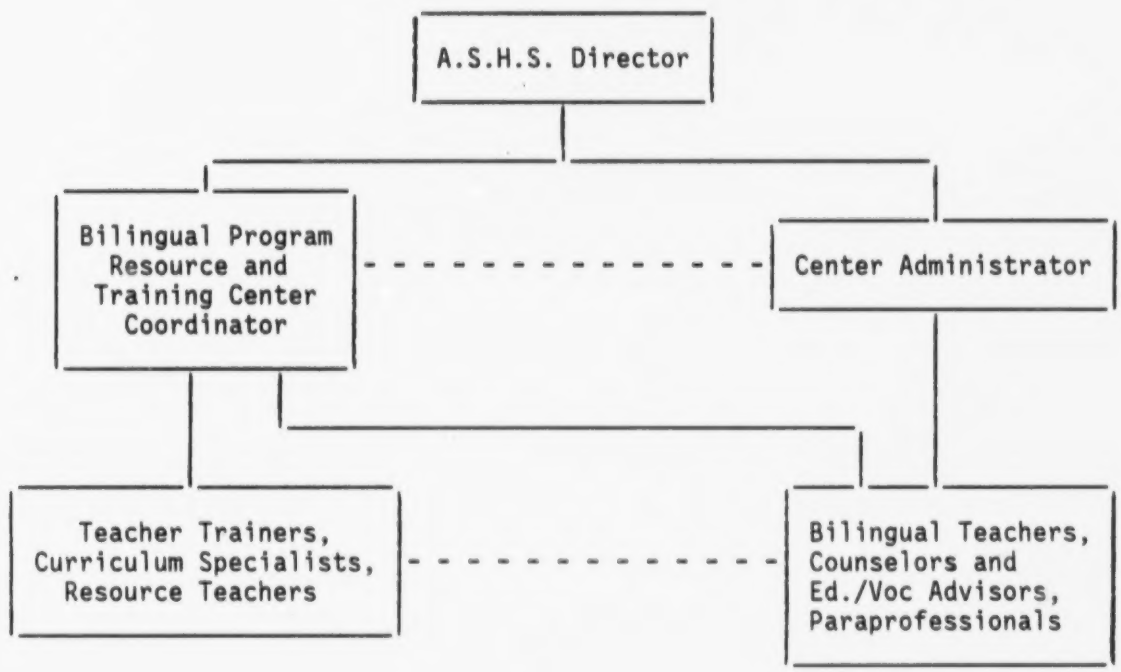
Title VII also provides funds for part-time teacher trainers to train evening staff. During formal visits, the staff, comprised of a coordinator and four resource specialists, observe the various program components and conduct conferences in order to provide feedback about implementation. On an informal basis they visit centers and classes as needed to assist in program implementation and to provide resources and materials.

The Title VII budget this year provided funds for seven part-time curriculum specialists and eight paraprofessionals to support curriculum and staff development activities at the centers.

As a result of the well-established channels of communication developed over the past 14 years, the bilingual program functions with some degree of autonomy at the centers while, at the same time, remaining a component of the greater A.S.H.S. program. Figure 1 depicts the program's organization.

FIGURE 1

Administrative Organization of The Bilingual Program Resource and Training Center


A.S.H.S. Director
Bilingual Program Resource and Training Center Coordinator
Center Administrator
Teacher Trainers, Curriculum Specialists, Resource Teachers
Bilingual Teachers, Counselors and Ed./Voc Advisors, Paraprofessionals

_____ Direct Supervision

---------- Collaboration and Communication

PLACEMENT

The program follows the New York City Public School guidelines for identifying LEP students through the Language Assessment Battery (LAB). To enter the bilingual program, a student must score below the twenty-first percentile on the English LAB test and/or score below grade level on English reading exams and/or demonstrate an inability to function effectively in the English mainstream. Student background information provides the basis for student placement in one of four instructional levels: Native Language Arts (N.L.A.), General Education (basic), Pre-High School Equivalency (intermediate), and High School Equivalency Preparation (advanced).

A student profile is developed based on counseling records (interviews, test scores, LAB score) and teacher records. Profile and test data are reviewed on a regular basis to identify students who are ready for transfer to instruction in English or are ready to take the G.E.D. exam.

IV. INSTRUCTIONAL PROGRAM

The objectives of the bilingual program are two-fold: to enable LEP students to improve their English-language and content-area skills so that they can pass the high school equivalency exam, and to expose students to job opportunities.

The program curriculum is based upon materials whose contents are similar to the G.E.D. examination. Staff members from each of the five major language groups have developed instructional materials and criterion-referenced tests to assess student progress. The tests indicate whether a student has mastered concepts or if follow-up reinforcement is needed.

The overarching philosophy of the A.S.H.S. program is to teach analytical skills that have a practical value beyond the scope of the G.E.D. examination itself. Through a screening process, students with inadequate prior education are referred to remedial programs to develop entry-level skills. Students are encouraged to realize their fullest potential by setting goals which are realistic, which focus on immediate and long-range achievements, and which are designed to instill a desire for continued learning.

The program maintains folders containing an instructional work plan based upon placement scores and intake information for each student. Individualized check-off sheets, preprogrammed by instructional level and keyed to the curriculum, enable both students and staff to monitor the students' academic progress. The check-off sheets establish the skills, concepts, and topics that must be mastered in each content-area in order to move on to the next level. Cumulative student record cards document student growth, and teachers maintain students' logs of tasks completed.

The program has increased its effectiveness by adapting to the special circumstances of its target population. Students can enroll at any time during the year and take the G.E.D. examination at any time. They may choose from morning, afternoon, or evening sessions. The program offered is uniform at all sites; therefore, students can change sites without discontinuity. Finally, students can determine the time-frame for program completion based on personal motivation and circumstance. They may temporarily leave the program and then return to continue their skills development at the point at which they had left off.

The instructional approach within the bilingual program enables students to receive English as a second language (E.S.L.) and/or English mainstream classes, and subject-area instruction in their native language.

Within the bilingual program, the E.S.L. component is directed by the administrator of each site. The center administrators and the bilingual program administration work cooperatively in program scheduling, and articulation among components. The bilingual curriculum development specialists developed an E.S.L. syllabus and curriculum guide which are implemented at the discretion of the center administrators. The amount of time allotted for E.S.L. and modes of instruction vary a great deal from site to site.

Hispanic students generally prepare for the Spanish version of the G.E.D. examination while being enrolled simultaneously in intensive E.S.L. classes. Students from other language groups receive content-area instruction in their native language, as well as E.S.L. preparation. However, these students are programmed into mainstream English classes to prepare for the English version of the G.E.D.

Instruction at the basic and intermediate levels of native language arts (N.L.A.) is generally individualized or in small groups, since linguistic competency and academic background vary greatly. At the advanced level, instruction tends to be in large group lectures. N.L.A. students use oral biographies of role models from their cultural groups.

The social studies curriculum is multidisciplinary, involving anthropological, historical, and sociological perspectives. Staff members regularly plan class trips to local museums, theaters, and community organizations that offer students experiences in their own cultures. The E.S.L. classes follow up on all bicultural curricular topics that are included in the curriculum guide and are covered at all class levels.

V. NON-INSTRUCTIONAL PROGRAM

CURRICULUM DEVELOPMENT

The bilingual program in A.S.H.S. generates new instructional materials as the demand arises. Staff members are encouraged to become involved in curriculum development so that the process also serves as a form of teacher training. New materials are field-tested by all staff before they are adopted into the program's uniform curriculum. The program's success with materials development is due to the dedication of the teachers and educational advisor/counselors as well as to the printing and duplicating facilities available on site.

During the previous year, the bilingual staff developed five curriculum guides. These included a general education review booklet, a general education grammar, and curriculum guides in Greek-language social studies and native language arts. The staff also revised five existing workbooks or guides in G.E.D. social studies and pre-G.E.D. social studies.

The Spanish language curriculum was the most complete. However while certain classes are well provided for, some needs are not being met. Reportedly, there is still a great need for upper-level E.S.L. and writing materials for use with adult Greek- and Haitian Creole-speaking students since most of the existing materials are designed for the elementary levels.

STAFF DEVELOPMENT

Staff development objectives are accomplished through both internal and external training. Internal training includes supervision and observation by central program administrators, conferences, workshops, and

curriculum development. External training includes university courses, conferences, and workshops.

The training process for new teachers is comprehensive. They retain the "new" teacher status for two years; after this period they become "veterans" but are still closely monitored by the bilingual program resource and training team staff. The importance of good record keeping is also emphasized during teacher training. Staff members claim that a student accused of murder was completely cleared due to their records. Management and clerical responsibilities are stressed at every step and are demanded of everyone.

SUPPORTIVE SERVICES

A major focus of non-instructional activities is the preparation of students for the world of work through college and career planning, consumer education, and job placement. This part of the program is handled directly by the educational/vocational advisors and the career guidance counselor at targeted sites.

Students are scheduled for at least five counseling sessions each year. The advisors maintain student records, confer regularly with teachers, follow up on withdrawals from the program, make referrals to other programs and agencies, and organize extracurricular activities. The career guidance counselor also conducts workshops on the eight elements of career education which reportedly are helpful to students in their efforts to find and keep jobs.

The counselor and advisors also refer students to various job training services in the metropolitan area, based upon student interests and the availability of training programs. A member of the evaluation team met

with two educational/vocational advisors and found them enthusiastic about their work and actively involved in helping students. During the academic year 1985-86, the program referred 165 students to college, 38 to job training, and 18 to employment sources.

PARENTAL INVOLVEMENT

A majority of the students in the bilingual program are of legal age (18). In accordance with A.S.H.S. policy, parents of 16 and 17-year-old students are included in the initial intake interview. At that time, parents are given bilingual program information and are invited to participate in the Advisory Council.

Program staff reported that because most students are over 18 and many others live far from the school, parental involvement was not as high as might be desired. The parents who participated in the program provided input about ongoing activities and helped in planning program-wide special events. It was reported that a workshop on cultural awareness was attended by parents of students from each of the five language groups.

VI. STUDENT ACHIEVEMENT

This section will focus on student achievement in the following academic areas: English as a second language, native language arts, and mathematics. The degree to which students advanced to the next higher level of E.S.L. and native language instruction, and the test gains made in E.S.L. and math during the academic year are analyzed. Findings are reported on a program-wide basis, and where appropriate, for program type (day or evening) and language group. Whenever possible, advancement rates and test gains are compared with the program goals for that area. The data analyzed in this section are based on the total population of 1,973 bilingual program participants from the 16 program sites.

ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

Objective 1: As a result of participating in the program a minimum of six months, at least 60 percent of the students enrolled in E.S.L. will have been promoted one level of E.S.L. instruction based on successful completion of a class E.S.L. syllabus of writing, listening, speaking, and reading activities.

Objective 2: As a result of participating in the program a minimum of six months, 75 percent of those students designated advanced E.S.L. students (capable of taking a standardized English reading test) will increase their level of reading comprehension and ability in English at a .05 level of statistical significance or better as measured by the Metropolitan Achievement Test.

The first program objective was not achieved. Only 19 percent of the students enrolled in the program for at least six months were advanced one or more E.S.L. levels.

Among students who were in the program six months or more, the proportion promoted differed by ethnic group: 63 percent of the Italian students advanced one or more levels, followed by Haitians (12 percent),

and Hispanics (9 percent). Only three Chinese students out of 259 were promoted, and no Greek students advanced in their level of E.S.L. instruction.

The second objective called for a test of significance on the gains made in English reading as measured by the Metropolitan Achievement Test (MAT). This test was administered only to Haitian students; other students were tested with the Stanford Achievement Test (SAT, levels 1 and 2). The change in mean raw score between the fall 1985 pretest and the spring 1986 posttest was used to indicate growth or loss in English advancement. Statistical significance of the change was determined by a correlated t-test, which demonstrates at a given level of probability whether the difference between the means is beyond what would be expected on the basis of chance variation alone. Statistical significance was assumed when the probability that the mean gain could be attributed to chance was .05 or less, in accordance with the program objective.

The program objective was achieved. Tables 3 and 4 present the results on the MAT and SAT (levels 1 and 2). The gains on all tests were significant, with students making an average raw score gain of 6.7 on the MAT, 10.2 on the SAT level 1, and 13.4 on the SAT level 2.

TABLE 3

Results of the Metropolitan Achievement Test

	Pretest		Posttest		Difference	
N	Mean	S.D.	Mean	S.D.	Mean	S.D.
137	32.1	15.1	38.8	15.2	6.7*	4.5

*Statistically significant at the .05 level.

TABLE 4

Results of the Stanford Achievement Test

		Pretest		Posttest		Difference	
Level	N	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	335	34.1	21.5	44.3	22.1	10.2*	8.0
2	541	42.2	22.1	55.6	21.9	13.4*	10.7

*Statistically significant at the .05 level.

ACHIEVEMENT IN MATHEMATICS

Objective 3: As a result of their participation in the program, 80 percent of the students receiving individualized arithmetic instruction will increase their level of arithmetic ability at a .05 level of statistical significance as measured by the New York City Arithmetic Computation Test.

The program objective called for statistically significant gains in mathematics as measured by the New York City Arithmetic Computation Test. The change in mean raw score between pretest and posttest was used to indicate growth or loss in mathematics. Statistical significance of change was determined by a correlated t-test which demonstrates at a given level of probability whether the difference between the means is beyond what would be expected on the basis of chance variation alone. Statistical significance was assumed when the probability that the mean gain could be attributed to chance was .05 or less, in accordance with the program objective.

The program objective was achieved. Program students made a statistically significant average gain of 8.2 points.

Table 5 reports the results for all program students, by ethnic group, and by site type (day and evening). The gain was statistically significant at both day and evening sites and for all ethnic groups.

Results show that the Italians had much higher pretest scores than any other group, with a mean of 52.5 and an average gain of 10.5. The Greeks (pretest score, 25.2) and the Chinese (pretest score, 20.2) had similar average gains, 8.3 and 8.7, respectively. The Haitians had a low average pretest score of 14.8, but their average gain of 13.0 was the highest of any ethnic group. Hispanic students had the lowest average pretest scores and gains.

TABLE 5

Results of the New York City Arithmetic Computation Test

Group	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.
All Students	1,124	12.5	10.3	20.7	12.3	8.2*	5.6
Caribbean Hispanics	338	7.8	5.5	15.3	8.0	7.5*	6.2
Central/South American Hispanics	392	8.6	6.2	14.8	7.6	6.2*	4.1
Haitians	164	14.8	6.2	28.0	8.2	13.2*	6.3
Chinese	120	20.8	5.1	29.5	5.1	8.7*	3.7
Greeks	36	25.2	6.6	33.5	7.1	8.3*	3.3
Italians	26	52.5	7.9	63.0	1.4	10.5*	2.4
Day-Site Students	564	11.9	7.2	21.2	9.8	9.3*	6.2
Evening-Site Students	560	13.1	12.7	20.1	14.4	7.0*	4.5

*Statistically significant at the .05 level.

ADVANCEMENT IN INSTRUCTIONAL LEVEL

Objective 4: As a result of participating in the program a minimum of eight months, at least 60 percent of the Native Language Arts students (0-4th grade reading level in their native language) will be promoted to the General Education level on the basis of having completed the N.L.A. syllabus satisfactorily.

Objective 5: As a result of participating in the program's day centers a minimum of six months or evening centers a minimum of nine months, at least 75 percent of the students at the General Education level (4th-6th grade reading level in the native language) will be promoted to the Pre-High School Equivalency level based on passing a criterion-referenced test developed for that level.

Objective 6: As a result of participating in the program a minimum of six months (day centers) or nine months (evening centers), at least 70 percent of the students at the Pre-High School Equivalency level (Pre-H.S.E.) will be promoted to the High School Equivalency Level (H.S.E.-Prep).

Data to assess the proposed objectives in this area were available for 1,926 students. Objective 4 specified that 60 percent of the students who attended the program for at least eight months at the native language arts level of instruction would be promoted to the General Education level. Of the 66 students in this category, only 50 percent were promoted to a higher level. Thus, the program objective for these students was not achieved.

Of the 192 students at the General Education level who attended the program for the time stated in the objective, only 34 percent of the students at day sites and 13 percent of the students at evening sites were promoted to the next level. Therefore, objective 5 was not met.

Objective 6 was achieved at both day and evening sites: 510 students entered the program at the Pre-H.S.E. level. Forty-four students attended the program at a day site for a miminum of six months and 97 percent of them were promoted to a higher level of instruction. Similar progress was

made by 82 percent of the 22 students who attended the program at evening sites for at least nine months.

At all levels, most of the students who were promoted advanced more than one level. The percentage of students at each level at the beginning of the semester and the proportion advancing at least one level by June 1986 are presented in Table 6.

Students at day sites had higher advancement rates (45 percent) than students at evening sites (36 percent) perhaps due to the longer time of instruction. Haitian students had the highest percentage of promoted (58 percent), followed by Italians (52 percent), Central and South Americans (50 percent), Caribbean Hispanics (46 percent), and Chinese (10 percent).

TABLE 6

Percent of Program Students Advancing At Least One Instructional Level

Beginning Level	Number of Students	Percent of Total	Percent of Students Advancing at Least One Level
N.L.A. 1	230	11.9	32.2
General Education	725	37.6	22.6
Pre-H.S.E.	510	26.5	56.1
H.S.E. Prep	461	23.9	67.2
TOTAL	1,926	100.0	43.2

PERFORMANCE ON THE G.E.D.

-- As a result of participating in the program, at least 80 percent of the students at the H.S.E. Prep level will obtain their equivalency (G.E.D.) diploma, having passed not only the five academic subtests of the G.E.D., but also the new sixth part which tests for English language skills.

By the end of June 1986, 547 students from various levels were referred to take the G.E.D. exam. Of these, 504 took the test and 479 received the results (the others are still awaiting notification). Their passing rate was 86.5 percent. Thus, the program objective was achieved.

VII. CONCLUSIONS AND RECOMMENDATIONS

The Bilingual Program Resource and Training Center, in the first year of a three-year funding cycle, provides a system of programmed instruction that allows for highly individualized pacing and a core of personnel experienced in that system. The curriculum has been subdivided into five levels of skills not only in language, but in content areas.

The progress of the 1985-86 participants was examined in English, mathematics, and promotion rates, and in their ability to obtain the G.E.D. On a program-wide basis, although 80 percent of the students enrolled in E.S.L. classes for at least six months failed to advance to the next E.S.L. level, students made statistically significant gains on the Metropolitan Achievement Test and the Stanford Achievement Test. Program students also made statistically significant gains on the New York City Arithmetic Computation Test. Although some targeted student groups failed to meet specific promotional objectives in native language arts, overall, 43 percent of the students advanced to the next level of instruction. A high percentage (86.5 percent) of pre-high school equivalency students who took the test obtained the G.E.D., thus meeting the objective in that area.

Because of its success with students generally considered "at risk," and the great need among older immigrants for its services, the project is encouraged to continue to seek support for expanded services. It is, in many of its features, a model program offering effective services to dropouts and older LEP students, as well as adult "new Americans," and is one worth disseminating.

Given that students demonstrate significant gains in knowledge measured by tests, and that a high proportion pass the G.E.D. test, the

objectives on advancing a level in E.S.L. or native language arts does not appear to be adequately measuring learning. The pacing is supposed to be determined by the student, and the movement between levels varies: some may encompass material which is far more extensive or relatively demanding than others. The other factors that contribute to advancement in level appear to be more important than how a student is progressing in class. Therefore these objectives should be revised or eliminated.